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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN ACCOUNTING (FIRST SEMESTER)

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ACCOUNTING OBJECTIVES: SET # 1

SECTION IV

UNITS OF INSTRUCTION

Unit I Introduction To Accounting

Validation

The first unit is important because it aids in the attainment of certain general course objectives. First, it introduces the student to the basic accounting terms. Second, it illustrates the basic procedures of double-entry accounting. Finally, it informs the student of the major occupational areas within the field of accounting.

Objectives

A. Important Definitions

General: The student will know the definitions of the important terms used in accounting.

Specific: At the time of the first midterm examination, the student will write a correct definition of assets, liabilities, and owner's equity.

Specific: At the time of the first midterm examination, the student will write a correct definition of a balance sheet.

Specific: In one hundred words or less, the student will correctly distinguish between cost and value.

Specific: The student will write a correct definition of the words debit and credit.

Specific: In one hundred words or less, the student will correctly distinguish between owner's equity and net worth.

B. The Balance Sheet Equation

General: The student will be able to apply the balance sheet equation.

Specific: Given the dollar amounts of assets and liabilities, the student will correctly determine the owner's equity of the corporation.

Specific: Given a list of accounting transactions, the student will match each transaction with its effect on assets, liabilities, or owner's equity with 70% accuracy.

Specific: Given a list of assets and liabilities, the student will reconstruct the balance sheet with 80% accuracy.

C. Debit and Credit Procedure

General: The student will be able to apply the basic procedures of debit and credit.

Specific: Given a list of business transactions, the

student will determine the accounts to be debited and credited with 70% accuracy.

Specific: Given a list of increases and decreases of various accounts, the student will state which of the accounts should be recorded as debits and which as credits with 80% accuracy.

Specific: On a homework assignment, the student will distinguish between those accounts reported on the left side and those on the right side of the balance sheet.with 80% accuracy.

Specific: Given a list of business transactions, the student will make the necessary journal entries with 70% accuracy.

D. Ledger and Trial Balance Procedures

General: The student will be able to apply ledger procedures and construct a trial balance.

Specific: Given a list of journal entries, the student will post the amounts to the ledger with 80% accuracy.

Specific: Given a completed ledger, the student will calculate the balances and prepare a trial balance with 75% accuracy.

Specific: Given a list of journal entries, the student will post the amounts to the ledger, calculate

Unit II Changes in Owners' Equity

Validation

This second unit is justified because it aids the student in the attainment of certain course goals. First, it helps the student know and understand the basic principles of double-entry bookkeeping. Second, the student is introduced to the procedures for preparing financial statements. In addition, progress is made toward the attainment of other general course objectives.

Objectives

A. Causes of Changes in Owner's Equity

General: The student will know the causes of changes in owner's equity.

Specific: Given a list of business transactions, the student will indicate the effect of each transaction upon the owner's equity with 70% accuracy.

Specific: On a matching-type question, the student will match various revenue and expense accounts with their effects on owner's equity with 70% accuracy.

B. Closing the Books

General: The student will be able to apply accounting

the balances, and construct a trial balance with over-all accuracy of 70%.

Specific: On homework assignments, the student will calculate the balances of accounts given in the ledger with 90% mathematical accuracy.

E. The Occupational Areas of Accounting

General: The student will know about the major occupational areas of accounting.

Specific: At the time of the first midterm examination, the student will list the four major occupational areas of accounting with 75% accuracy.

Specific: At the time of the first midterm examination, in a paper of one hundred words or less, the student will correctly distinguish between a Public Accountant and a Certified Public Accountant.

Specific: At the time of the first midterm examination, the student will list the three major requirements for a C.P.A. Certificate.

procedures for closing the books.

Specific: Given a list of accounts from a journal, the student will perform the required closing entries with 70% accuracy.

Specific: Given a list of revenue and expense accounts, the student will close the accounts to Revenue and Expense Summary with 80% accuracy.

Specific: Given a list of revenue and expense accounts, the student will close the accounts to the Revenue and Expense Summary account, and close this latter account to Retained Earnings. This process must be performed with 70% accuracy.

Specific: Given a list of account titles, the student will differentiate between those accounts which must be closed and those which must be left open with 85% accuracy.

C. Trial Balance After Closing

General: The student will be able to prepare a trial balance after closing the books.

Specific: Given a list of accounts from a ledger, the student will prepare a trial balance with 70% accuracy.

Specific: On a series of homework assignments, the student will add the columns of the trial

balances with 85% accuracy.

Specific: Given a pre-closing trial balance, the student will close the accounts and prepare a post-closing trial balance with 60% accuracy.

D. Preparation of Financial Statements

General: The student will be able to prepare simplified financial statements.

Specific: Given a list of revenue and expense accounts from a trial balance, the student will prepare the income statement with 70% accuracy.

Specific: Given a list of real accounts from a trial balance, the student will prepare the balance sheet with 70% accuracy.

Specific: Given a list of real and nominal accounts from a trial balance, the student will prepare the statement of retained earnings with 70% accuracy.

E. Sequence of Accounting Procedures

General: The student will know the correct sequence of accounting procedures.

Specific: Given a "scrambled" list of the basic accounting procedures, the student will indicate the correct sequence with 80% accuracy.

Specific: Given a short list of business transactions, the student will follow the necessary procedures to arrive at financial statements. The financial statements must be at least 60% accurate.

Unit III Adjustments and Working Papers

Validation

The third unit is justified because it aids the student in the attainment of some of the general course objectives. It enables the student to develop skill in preparing working papers. The student should also make some progress toward the course objective of being able to keep a set of books on the accrual basis.

Objectives

A. Terminology Relating to Adjustments and Working Papers

General: The student will know the important terms relating to adjustments and working papers.

Specific: On the second midterm examination, the student will write correct definitions of accrued expenses and accrued revenues.

Specific: Given a list of accounts, the student will indicate which account titles should be preceded by the word "accrued", with 80% accuracy.

B. Adjustments--Accruals

General: The student will know the principles and procedures for accruing revenues and expenses.

Specific: In a paper of two hundred words or less,

the student will state the reasons for accruing revenue and expense accounts at the close of each accounting period. The reasons must be supported by accounting principles and be at least 70% correct.

Specific: Given a list of business transactions, the student will make the required adjusting entries to accrue revenue and expense accounts with 70% accuracy.

Specific: Given a business case study, the student will determine the needed adjusting entries and amounts with 60% accuracy.

C. Adjustments--Revenue and Cost Apportionments

General: The student will know the principles and procedures for apportioning revenues and costs.

Specific: In a paper of two hundred words or less, the student will state the reasons for apportioning revenues and costs which involve more than accounting period. The reasons must be supported by accounting principles and be at least 70% correct.

Specific: Given a list of business transactions, the student will make the required adjusting entries to apportion revenues and costs with 70% accuracy.

Specific: Given a list of dated business transactions, the student will indicate which adjustments are required and the amounts thereof with 60% accuracy.

D. Working Papers

General: The student will be able to prepare working papers as an aid to financial statement preparation.

Specific: Given a trial balance on a 6-column worksheet, the student will make the required adjustments in the proper columns to arrive at an adjusted trial balance. The adjusted trial balance must be at least 70% accurate.

Specific: Given a trial balance and a 12-column worksheet, the student will make the necessary adjustments to arrive at an adjusted trial balance, income statement, retained earnings statement, and balance sheet. The worksheet must have over-all accuracy of at least 50%.

Specific: Given a blank 12-column worksheet, the student will fill-in the proper headings with 80% accuracy.

Unit IV Trade Operations

Validation

The fourth unit is justified because it enables the student to fulfill the general course objective of being "able to keep a set of books for a retail type of business on the accrual basis". This unit illustrates the special accounting procedures relating to a retail concern.

Objectives

A. Accounts of A Retail Concern

General: The student will know the major accounts required by retail concerns.

Specific: Given a list of account titles for a retail concern, the student will state under which circumstances each account would be used, with 70% accuracy.

Specific: On the second midterm examination, the student will define sales, cost of goods sold, trade discounts, returns, allowances, and other terms commonly used by retail concerns with 80% accuracy.

B. Accounting Procedures for A Retail Concern

General: The student will be able to prepare schedules and financial statements for a retail

business.

Specific: Given a list of relevant accounts, the student will prepare a cost of goods sold schedule with 80% accuracy.

Specific: Given a list of business transactions, the student will prepare the required schedules to derive an income statement, balance sheet, and statement of retained earnings. The schedules and statements must have over-all accuracy of at least 60%.

C. Trade and Cash Discounts

General: The student will be able to calculate trade and cash discounts.

Specific: Given the list price and the trade discounts allowed, the student will calculate the sales price to wholesalers and retailers with 80% accuracy.

Specific: Given the terms of a cash discount, the student will calculate the sales price if the invoice is paid within the discount period, with 80% accuracy.

D. Uncollectible Accounts

General: The student will be able to apply the accounting procedures for uncollectible accounts.

Specific: Given information regarding a business bad debt, the student will set up an allowance account with 80% accuracy.

Specific: Given the balance in an allowance for bad debts account and the amount owed by a bankrupt debtor, the student will make the required journal entries to write-off the uncollectible account with 70% accuracy.

Specific: Given a company's experienced ratio of bad debts, the student will estimate the bad debt expense relating to a given period's sales with 80% accuracy.

E. Taxes

General: The student will be able to apply the accounting procedures for payroll and sales taxes.

Specific: Given the payroll tax percentage and the employees' salaries, the student will calculate the payroll tax liability with 70% accuracy.

Specific: Given the sales tax rate and the amount of sales, the student will journalize the sales tax liability with 70% accuracy.

Unit V Statement and Ledger Organization

Validation

The fifth unit of instruction is justified because it enables the student to maintain progress toward a general course objective--"The student should be able to keep a set of books". This unit is mainly concerned with statement presentation and ledger organization.

Objectives

A. Balance Sheet Classification

General: The student will know the classification of the balance sheet.

Specific: Given a list of balance sheet accounts, the student will classify them in correct balance sheet form with 90% accuracy.

Specific: Given a "scrambled" balance sheet with accounts in the wrong order, the student will reclassify the accounts with 90% accuracy

B. Income Statement Presentation

General: The student will know the correct presentation of the income statement.

Specific: Given a list of income statement accounts,

the student will classify them in correct income statement form with 90% accuracy.

Specific: Given a list of income statement accounts, the student will prepare income statements under both the current operating concept and the all-inclusive concept with 80% accuracy.

Specific: Given an income statement with an extraordinary loss, the student will allocate the tax savings in the proper manner with 70% accuracy.

C. Ledger Organization:

General: The student will know the basic procedures for proper ledger organization.

Specific: Given a set of accounts in a ledger, the student will assign numbers to the accounts based on their financial statement classification with 90% accuracy.

Specific: Given a classified ledger, the student will subclassify the accounts with 80% accuracy.

D. Special Journals

General: The student will know the advantages of special journals and be skilled in using them.

Specific: On the third midterm examination, the student will be able to list at least two advantages of the sales journal.

Specific: Given a blank sheet of working paper, the student will write-in the headings of a sales journal with 70% accuracy.

Specific: Given a list of business transactions, the student will make the required entries in the sales journal, accounts payable journal, cash receipts journal, and cash disbursements journal with 60% accuracy.

Specific: Given a list of special journals, the student will indicate the use of each journal with 70% accuracy.

Specific: On the third midterm examination, the student will differentiate between a special journal and a general journal with 80% accuracy.

Unit VI . Forms of Business Organization

Validation

Unit VI is justified because it enables the student to gain knowledge of the major forms of business organization. In addition, the student should achieve skill in accounting for the various forms. This unit is concerned with the characteristics of the different types of business organization as well as their individual accounting procedures.

Objectives

A. Characteristics of Forms of Business Organizations

General: The student will know the major characteristics of the three principle forms of business organization.

Specific: Given a list of legal advantages and disadvantages, the student will match each legal item with its corresponding form of business organization with 70% accuracy.

Specific: On the third midterm examination, the student will list the advantages and disadvantages of each of the principle forms of business organization. At least 70% of the advantages and disadvantages

mentioned in the text must be listed.

Specific: At the time of the third midterm examination, the student will write the correct definition of a "partnership", as defined by the Uniform Partnership Act.

Specific: At the time of the third midterm examination, the student will write short definitions of the items restricted to the corporate form (i.e., transfer agent, registrar, organization costs, minute book, etc.). Such definitions must be at least 70% accurate.

B. Individual Proprietorships

General: The student will develop skill in using the accounting procedures for individual proprietorships.

Specific: Given a list of individual proprietorship accounts, the student will perform the required entries to close the books with 70% accuracy.

Specific: Given a list of proprietorship activities, the student will make the necessary journal entries to derive a statement of proprietor's capital. The journal entries must be 70% accurate and the statement must be 60% accurate.

Specific: Given a trial balance and a statement of proprietor's capital, the student will compute the balance sheet with 70% accuracy.

C. Partnerships

General: The student will develop skill in using the accounting procedures for partnerships.

Specific: Given the income statement and profit and loss ratio, the student will compute the proper division of profits for each of the partners with 70% accuracy.

Specific: Given a series of business transactions to liquidate a partnership, the student will make the required journal entries to record the liquidation, division of profit and loss, and distribution of cash to the partners, with over-all accuracy of 60%

Specific: Given a partnership trial balance, the student will derive the statement of partners' capital and income statement with 60% accuracy.

D. Corporations

General: The student will develop skill in using the accounting procedures for corporations.

Specific: Given data relating to the issuance of capital stock, the student will make the

necessary journal entries to record the stock issue with 70% accuracy.

Specific: Given data relating to the declaration of dividends, the student will make the necessary journal entries to record the dividend declaration with 70% accuracy.

Specific: Given data relating to the acquisition and disposal of treasury stock, the student will make the required journal entries to record the acquisition and disposal with 60% accuracy.

Specific: Given a list of accounts, the student will derive the stockholders' equity section of the balance sheet with 70% accuracy.

Unit VII Current Assets

Validation

The seventh unit is justified because it further aids the student in the attainment of the general course objectives. This unit enables the student to develop knowledge and skill in the use of accounting principles and procedures relating to current assets.

Objectives

A. Cash

General: The student will develop knowledge and skill in the use of accounting principles and procedures for cash.

Specific: On the final examination, the student will list 80% of the objectives of a good system of internal control.

Specific: Given the data relating to a retail business, the student will set-up an adequate system of accounting for petty cash with 70% accuracy.

Specific: Given a company's cash records and a bank statement, the student will prepare a bank reconciliation with 75% accuracy.

B. Investments In Stocks and Bonds

General: The student will know and be able to apply the accounting principles and prodedures for investments in stccks and bonds.

Specific: Given data relating to the purchase of stocks or bonds, the student will make the required journal entries to record the investment with 80% accuracy.

Specific: Given a list of investment accounts, the student will classify them properly on the balance sheet with 80% accuracy.

Specific: Given data relating to a long-term bond issue, the student will set-up an amortization table for the bond discount or premium with 70% accuracy.

C. Receivables

General: The student will know and be able to apply the accounting principles and procedures for receivables.

Specific: Given data relating to the bad debt provisions of a business firm, the student will estimate the allowance for bad debts, (a) based on percentage of net sales, and (b) based on aging of the accounts. The estimates must be 80% accurate.

Specific: Given data relating to a company's receivables, the student will calculate and record the

allowance accounts for returns, cash discounts, and freight with 60% accuracy.

Specific: In a paper of two hundred words or less, the student will distinguish between accounts receivable and notes receivable, as they are defined by accountants, with 70% accuracy.

Specific: Given the terms of a note receivable, the student will compute and record the interest earned to the date of the income statement with 70% accuracy.

D. Inventory

General: The student will know and be able to apply the accounting principles and procedures for inventory.

Specific: In a paper of two hundred words or less, the student will distinguish between the periodic and perpetual inventory methods with 70% accuracy.

Specific: Given the inventory data of a business concern, the student will calculate the ending inventory, (a) under the first-in, first-out method and (b) under the last-in, first-out method. The calculations must by 70% accurate.

Specific: Given the inventory records of a retail concern, the student will compute the ending inventory and cost of goods sold with 70% accuracy, using the retail inventory method.

Specific: Given the incomplete inventory records of a retail firm, the student will apply the gross profit test to estimate the ending inventory with 70% accuracy.

SECTION V

EVALUATION; TERMINAL AND OUTSIDE OBJECTIVES

Evaluation

It is estimated that 65% of the students will meet the criteria. Many of those who do not meet the criteria will drop the course. Those students who remain but do not attain at least 70% of the specific objectives will be asked to read the programmed text by Wentworth and consult the instructor during office hours. If they meet 70% of the specific objectives by the end of the course they will pass; otherwise, they will fail.

The instructor will not spend more time than is scheduled for any one unit, unless one-third of the class fails to attain seventy-percent of the specific objectives of that unit.

Terminal Objective

The terminal objective for Business Administration 1A is as follows:

Given a five-page list of business transactions, the student will journalize, post to the ledger, prepare a trial balance, and prepare financial statements for a retail business with over-all accuracy of 60%

This objective encompasses 80% of the accounting principles and procedures taught in this course.

Outside Objective

1. An objective for future student behavior outside of the classroom is as follows:

At least 20% of the accounting majors enrolled in Business Administration 1A will pass the Certified Public Accountant Examination within four years.

2. Method for gaining evidence that the behavior occurs:

First, review the student roster and make a list of the names of the accounting majors taking the course.

Second, request the State Board of Accountancy to place your name on the mailing sheet to receive a copy of the names of California residents who pass each examination.

Third, compare the lists of passing C.P.A. applicants with your list of accounting majors to determine if the objective was attained.

ACCOUNTING OBJECTIVES: SET # 2

UNIT I

THE ACCOUNTING EQUATION AND THE ACCOUNTING STATEMENTS

In order to understand fully the accounting cycle and procedures, the student has to know and understand the basic terminology and classification of accounts which is so fundamental to both the real world and future business courses.

OBJECTIVES

I General Goal: The student will know the difference between activities performed by accountants and bookkeepers.

Specific 1. The student will answer five questions indicating the activities that are performed by either an accountant or a bookkeeper. 100

II General Goal: The student will understand the accounting elements and equations.

Specific 2. The students will classify five balance sheet values inrespect to assets, liabilities and proprietorships. 100

3. Given a list of five items the student will indicate shether each item is an asset, a liability or a proprietorship value. 100

4. The student will write the equations for finding assets, proprietorship and liabilities. 100

III. General Goal: The student will be able to analyze transactions.

Specific 5. Given two transactions the student will

analyze each according to the four analytical steps involved in recording the effects upon the accounting equation. 100

IV General Goal: The student will understand and be able to prepare the balance sheet.

Specific 6 Given specific asset and liability accounts, the student will prepare a balance sheet. 80

V General Goal: The student will be able to classify data in the balance sheet.

Specific 7 Given a list of eight assets and liabilities, the student will indicate whether each item is a current or fixed asset, or a current or long term liability. 80

VI General Goal: The student will know the form of the balance sheet.

Specific 8 Given a list of accounting elements, the student will place, in proper report form, the elements of a balance sheet. 100

UNIT II

THE USE AND TRANSLATION OF ACCOUNTS

The transactions completed by a business effect many changes in the various asset, liability and capital items. In order to prepare periodic financial statements, it is necessary that the result of each transaction be recorded in a systematic manner.

OBJECTIVES

I General Goal: The student will know the difference between debit and credit and the accounts that are recorded within each one.

Specific 1 The student shall answer ten objective questions indicating whether the increase (+) or decrease (-) of each account represents a debit (Dr.) or a credit (CR.). 70

II General Goal: The student will be able to record transactions in the proper "T" accounts on the proper debit or credit side.

Specific 2 Given a list of transactions the student will record each one into the proper "T" accounts. 70

III General Goal: The student will be able to prepare an income statement.

Specific 3 Given the following account balances, the student will prepare an income statement. 80

UNIT III

THE LEDGER, THE TRIAL BALANCE AND THE JOURNAL

After learning the accounts and analysis of transactions, the accounts are recorded in a ledger which is the basic record in which the effects of bsuiness transactions are classified and summarized. This is accomplished after the business documents are recorded in a book of original entry or a journal. At this point, we are better prepared to analyze the activities of the firm.

OBJECTIVES

I General Goal: The student will know the meaning anduses of the general ledger.

Specific 1 The student will arrange the following five accounts in the order they would be listed in a ledger. 100

II General Goal: The student will know the meaning of the trial balance and be able to develop a trial balance from accounts.

Specific 2 Given a list of eleven accounts from the ledger, the student will prepare a written trial balance in proper form. 80

Specific 3 In a short, written essay question, the student will discuss how the trial balance does not prove that transactions have been correctly analyzed and recorded in the proper accounts. 80

UNIT IV

THE WORK SHEET AND THE CLOSING PROCESS

Adjustments are usually made in preparing the income statement and the balance sheet. But before adjustments are actually recorded in the journal and posted to the ledger, it is usually customary to prepare a form known as a work sheet. Its use lessens the chance of overlooking an adjustment, provides a check on the accuracy of the work, and arranges data in a logical form for the preparation of the statements.

OBJECTIVES

I General Goal: The student will know what elements comprise the work sheet and the accounts that belong to each specific statement.

Specific 1 In a short essay question, the student will name the six major headings comprising the work sheet. 100

Specific 2 The student will indicate whether each of the ten accounts is an income statement account (IS) or a balance sheet account (B.S.). 70

II General Goal: The student will know how to prepare a work sheet.

Specific 3 Given a chart of accounts, the student will prepare a work sheet on the required accounting paper. 60

III General Goal: The student will know how to make closing entries.

III General Goal: The student will be able to record, foot and compute "T" account balances.

Specific 4 Given a list of eight transactions the student will record them in the "T" accounts, then foot and compute the balances. 70

IV General Goal: The student will know what the functions of the journal is, and how to record daily transactions in the journal.

Specific 5 The student will be given five true or false questions on the functions and uses of the journal. 80

Specific 6 Given a list of ten daily transactions, the student will journalize each transaction using the account titles from the listed chart of accounts. 60

Specific 4 Given a list of temporary account balances, the student will make the proper journal entries to close the accounts. 70

Specific 5 In one multiple choice question, the student will select the function (S) of the closing entry. 100

IV General Goal: The student will know the relationship between the closing entries and the ledger.

Specific 6 Given a list of closing entries, the student will post them to the proper "T" accounts. 70

UNIT V

ACCOUNTING CYCLE FOR A MERCHANDISING ENTERPRISE

Now that we have studied and covered the basic elements of Accounting, we can apply these principles to any merchandising firm with the addition of special journals in order to record and analyze sales and purchases data for a more efficoent, workable firm.

OBJECTIVES

I General Goal: The student will understand the sales and cash transactions and applicable journals.

Specific 1 The student will be given a problem relating to sales entries and adjoining items. 80

II General Goal: The student will understand the purchases and cash transactions, and resulting journals.

Specific 2 The student will be given a problem relating to purchase entries and adjoining items. 80

UNIT VI

VARIABLE ACCOUNTING PROBLEMS RELATING TO SPECIFIC ACCOUNTS

A final area of discussion concerns notes, prepayments, and accruals, all of which have a monetary effect in conducting the business activities of the firm. These specific accounts can be analyzed at this point, since the students have learned the basic principles leading up to this area.

OBJECTIVES

I. General Goal: The student will know the transactions involving notes and interest in respect to credit instruments, computation, notes payable, interest expense and income, and discounting notes.

Specific 1 The student will be able to analyze and compute interest rates in one problem given on a problems examination. 100

Specific 2 Given a transaction, the student will journalize it in the proper form and accounts. 100

Specific 3 Given several transactions on recording interest, the student will journalize each one into the proper accounts. 80

Specific 4 Given a problem relating to notes payable, the student will discount the note in the proper journal and the proper accounts. 80

II General Goal: The student will know the various kinds of prepaid, unearned and accrued items.

Specific 5 Given a list of entries the student will put them in general journal form, and set up T accounts for Interest Receivable and Interest Income. 70

ACCOUNTING OBJECTIVES: SET # 3

UNIT I

CLASSIFICATION OF ACCOUNTS OF A SOLE PROPRIETORSHIP

UNIT GENERAL GOAL:

The student will be able to identify and analyze the fundamental business transactions of a sole proprietorship to determine whether these transactions affect an asset, liability, sole proprietorship, income or expense account or any combination thereof. This analysis will require him to identify these transactions in terms of debits and credits.

SPECIFIC OBJECTIVES:

1. The student will be presented with a written problem containing a series of daily business transactions of a sole proprietorsh

2. The student will be required to identify each transaction in terms of whether said transaction increases or decreases an asset, liability, proprietorship, income or expense account.

3. The student will be required to express these increases or decreases in terms of debits and credits, indicating his understanding of the fact that debits will increase asset and expense accounts while decreasing liability, proprietorship and income accounts. It will also measure his understanding of the fact that credits decrease asset and expense accounts and increase liability, proprietorshi and income accounts.

4. Each transaction listed must increase one type of account and decrease another. This is fundamental to the double entry system of accounting. Accordingly, it will be possible to identify a part of one transaction correctly while incorrectly identifying another part of the same transaction. Therefore, credit will be given to that portion identified and classified correctly. No mathmatical computations will be required.

5. It is anticipated that from sixty to seventy per cent of the students will analyze correctly all the transactions listed.

UNIT II

THE GENERAL LEDGER AND SUPPORTING JOURNALS OF A SOLE PROPRIETORSHIP

UNIT GENERAL GOAL:

Having analyzed and classified the various daily transactions of a sole proprietorship, the student will record these transactions in either a sales journal, purchase journal, general journal, cash receipt journal, or cash disbursements journal.

He will then summarize these various journals and post these summaries to the general ledger.

SPECIFIC OBJECTIVES:

1. The student will be given a list of daily business transaction of a sole proprietorship. He will also be given several sheets of paper which will have at the top of the page the title of the journal and a series of columnar headings for account titles. Also, he will be given a series of "T" accounts representing various accounts in the general ledger.

2. The student will analyze and classify the daily transactions given to him and record these transactions in the various journals provided.

3. The student will total the various columns in the journal and post these totals to the various "T" accounts provided.

4. The student will prepare a trial balance listing the "T" accounts and their respective balances. The balances will be classified in terms of debits and credits. The total in the debits column must equal the total in the credit column.

5. It is anticipated that approximately seventy five per cent of the students will achieve the result of having the total of the debits column equal the total of the credits column.

Partial credit will be given for those accounts which have the correct balance and are placed in the proper debit or credit column, though the total debits and credits of the trial balance are not correct.

UNIT III

THE ADJUSTING AND CLOSING ENTRIES OF A SOLE PROPRIETORSHIP

UNIT GENERAL GOAL:

The student will be able to determine what adjusting entries are required to be made at the end of a particular fiscal period. Having made these entries, he will be able to prepare the necessary journal entries closing the books of the sole proprietorship.

SPECIFIC OBJECTIVES:

1. The student will be given a trial balance of accounts taken from the general ledger of a sole proprietorship.

2. The student will be given certain financial information relating to events occurring at the end of the fiscal period of the sole proprietorship.

3. From an analysis of the trial balance and the additional financial information given, the student will determine what adjusting entries are required to be made in the general journal.

4. The student will make these adjusting journal entries in the general journal and post them to the general ledger accounts of the sole proprietorship.

5. The student will then determine what closing entries are required to be made in the general journal. He will make these entries in the general journal and post them to the general ledger.

6. The student will compute new balances for the general ledger accounts and prepare a post closing trial balance listing the accounts and their respective balances in terms of debits and credits. The completed analysis requires that the total debits equal the total credits.

7. It is anticipated that approximately sixty five per cent of the students will have prepared post closing trial balances where the total debits equal the total credits.

Partial credit will be given for those accounts and balances which are mathmatically correct or are identified correctly in the debit or credit column, though the total of the debits and/or the credits is incorrect.

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UNIT IV.

THE PREPARATION OF A SIMPLIFIED BALANCE SHEET AND INCOME STATEMENT OF A SOLE PROPRIETORSHIP

UNIT GENERAL GOAL:

The student will prepare a simplified balance sheet and income statement for a sole proprietorship.

SPECIFIC OBJECTIVES:

1. The student will be presented with a trial balance listing some thirty general ledger accounts with appropriate balances thereto.

2. The student will classify these accounts and balances, indicating whether they are to be reported on the balance sheet or income statement.

3. Having classified these accounts, the student will prepare a written balance sheet and income statement.

4. The completed balance sheet and income statement will indicate the correct totals for assets, liabilities and sole proprietorship.

It is anticipated that seventy five per cent of the students will have the correct totals required. Partial credit will be given for those portions of the balance sheet which have either the correct classification of account or the correct arithmetical balance.

5. The completed income statement will indicate the correct income for the year.

It is anticipated that seventy five per cent of the students will have the correct income for the year. Partial credit will be given to the student where he sets forth various elements of the income statement correctly, though he does not indicate the correct net income figure.

UNIT V

RECOGNIZING AND SOLVING BASIC ACCOUNTING PROBLEMS OF A SOLE PROPRIETORSHIP

UNIT GENERAL GOAL:

The student will be able to identify, analyze and resolve certain fundamental problems of a sole proprietorship related to the following specific areas.

A. Accounting for Merchandise Purchases and Inventories.

B. Accounting for C sh Receipts.

C. The Employment of a Voucher System.

D. Accounting for Payrolls.

E. Accounting for Notes and Accounts Receivable.

F. Accounting for Bad Debts.

G. Accounting for Fixed Assets and Depreciation.

SPECIFIC OBJECTIVES:

1. The student will be given a list of business transactions of a sole proprietorship involving the above described seven categories.

2. The student will review each of these business transactions, identifying them with one or more of the above described categories.

3. The student will analyze each business transaction to determine what corrections and additional journal entries are required to be made to the accounting records of the sole proprietorship.

4. The student will prepare the necessary general journal entries for each of the transactions, showing on a separate sheet of paper all mathmatical computations related to these journal entries.

5. It is anticipated that approximately one half of the students will recognize all the problem areas and make all the required general journal entries and related correct mathmatical computations.

6. The student will be given credit for those portions of the journal entry which are correct as well as any related mathmatical computations in support of these journal entries.

UNIT IV

THE PRACTICE SET

UNIT GENERAL GOAL:

The practice set(hereafter referred to as the Set), is an exercise designed to give the student an opportunity to apple to a practical situation those basic accounting principals he has learned during the semester.

The Set is given to the student after the completion of approximately 65 hours of instruction for completion by the last class meeting of the semester.

SPECIFIC OBJECTIVES:

1. The student is given two pamphlets. One pamphlet contains a series of business transactions of a sole proprietorship covering approximately a three month period of time.

2. The student will record these transactions in the appropriate books of account provided in both pamphlets.

3. The student will make the required adjusting and closing journal entries for the data provided.

4. He will prepare a balance sheet and income statement.

5. He will close the books of account.

6. The pamphlets contain all the working papers necessary to complete the above described assignments.

7. Prior to starting the Set, the student is given a short orientation of the Set, emphasizing what is required. At the last class session, the instructor will discuss the Sets prior to their being turned in for credit. No student can receive credit for the course unless the Set is turned in completed as required.

ACCOUNTING OBJECTIVES: SET # 4

ACCOUNTING: ITS HISTORY, IMPORTANCE TO SOCIETY, SPECIALIZED FIELDS, BASIS AND BASIC ACCOUNTING RELATIONSHIPS

Accounting history and importance to society helps the student appreciate the subject. This appreciation gives the student more meaning in their work.

The specialized fields helps the student to ~~be able to~~ see the wide range of occupations available and the abilities required.

The basis of accounting and basic accounting relationships helps the students to see how the culture's values are reflected in the accounting statements.

OBJECTIVES

General: The student will know the history of accounting.

1. Specific: Outside of class, the student will write a paper of 100 words on the history of accounting. 100

General: The student will know the function accounting serves in society.

2. Specific: The student shall answer five questions, on a multiple choice examination, on the uses made by society of accounting statements. 100

General: The student will know the various fields of accounting and their requirements.

3. Specific: The student shall answer five questions, on a multiple choice exam, on the requirements for a C.P.A., cost accountant, and bookkeeper. 70

General: The student will know the basis of accounting.

4. Specific: The student shall answer two questions, on a multiple choice exam, on the basis from which accounting entries are made. 95

General: The student will understand the accounting relationship.

5. Specific: The student shall apply the accounting equation to ten questions, on a multiple choice examination, on the effect upon proprietorship from a change in various accounts. 90

General: The student shall know the various definitions of terms used in business and accounting.

6. Specific: The student shall answer ten questions, on a multiple choice examination, on the meaning of terms used in accounting and business. 100

ACCOUNTING STATEMENTS

Accounting statements are the final product or end result from the work of the bookkeeper and the accountant. The study of the final product will help the student to see the relevance of the parts to the whole.

OBJECTIVES

General: The student will know the three major types of financial statements, and their interrelationships.

1. Specific: The student shall answer ten questions, on a multiple choice examination, on the effect that certain transactions have upon which financial statements and the effect. 80

2. Specific: The student shall answer ten questions, on a multiple choice examination, on the differences between the statements. 90

3. Specific: The student shall answer five questions, on a multiple choice exam, on the various components and segments of each financial statement ie.: the balance sheet, income statement and capital statement. 90.

CONCEPTS AND PRINCIPLES OF ACCOUNTING

Accounting is built upon a base of concepts and principles. This framework is valuable to see underlying assumptions in financial statements. It will help the detail work to have a meaningful internal consistency. The student is able to see that accounting is more than just the presentation of number totals. He will see that the principles determine the accounting and the final numbers. The student is advised to restudy this section so that theory and practice will develop together.

OBJECTIVES

General: The student will know the principles and concepts applied in accounting.

1. Specific: The student shall answer ten questions, on a multiple choice examination, on the meaning of various concepts ie. going concern, consistency, materiality. 90

2. Specific: The student will answer ten questions, on a multiple choice examination, on the relevance of the above concepts to accounting. 70

ACCOUNTING CYCLE FOR THE SERVICES ENTERPRISE

The accounting cycle for the services enterprise is the easiest type of enterprise for which to do the bookkeeping and accounting for. Therefore, after seeing the basis and goal of accounting, this is the logical place to start next. This will give the student the concept of the accounting cycle with the fewest number of variables possible with an identifiable type of specific business situation.

Studying the type of business and type of accounting cycle will help the student that wants to work in a particular type of enterprise in regards to its accounting, bookkeeping and business characteristics.

In essence, the student will learn the cycle of recording, correcting, adjusting, and closing.

OBJECTIVES

General: The student shall know how to record specific entries into the accounts by the use of "T" accounts.

1. Specific: The student shall answer three problems, on a written exam, by entering six entries into the "T" accounts for six transactions. 60

General: The student will know the meaning and uses of the general ledger.

2. Specific: He shall answer two questions on a multiple choice examination, on the use and definition of the general ledger. 60

General: The student will know the meaning of the term trial balance and the use in accounting.

3. Specific: The student shall prepare a trial balance on a written examination. 80

4. Specific: The student shall answer one question, on a multiple choice exam, on the types of errors that will be disclosed by a trial balance. 80

General: The student will know the normal balances that exist in each type of account.

5. Specific: The student shall be given five questions, on a multiple choice exam, in which various accounts with balances shall be given. The student shall be asked to select those unusual balances. 80

General: The student will know the relationship of the journal to the ledger.

6. Specific: Outside of class, the student shall answer homework questions on the uses, functions, and definition of various journals. 70

General: The student shall learn and be able to apply the correcting entry.

7. Specific: The student shall be given five erroneous entries and shall be asked to give the correcting entry on the paper provided. 70

General: The student will know the reason for and apply the adjusting entry.

8. Specific: The students shall be asked to solve three problems on a written examination which requires adjusting entries. 80

General: The student will know the reason for and apply the closing entry.

9. Specific: The student shall be asked to solve three problems on a written examination which require closing entries.

SPECIFIC ACCOUNTS IN DEPTH

The following section is the study of specific accounts in depth ie.: notes and interest, prepaid, unearned, accrued items, receivables, inventory, plant assets and plant assets' depreciation.

The student has a working knowledge about the accounting cycle, basis, principles and objectives. The next step is to look at the specific items that affect the dollar amount to be shown in the financial statements. Here, we are trying to combine the principles and concepts in unit 3 with the application of recording, accounting cycle(unit 4) and the financial statements produced.

OBJECTIVES

General: The student will know the various transactions related to notes receivable and notes payable and the related entries.

1. Specific: The student shall be able to compute interest. and make the proper entries to record the incurrence of notes payable, interest expense and the receipt of notes receivable, interest income, the discounting of notes and dishonored notes. This shall be assessed in a problems exam by two problems. 70

General: The student will know the reason or cause of entries and the entries for prepaid, unearned, and accrued items.

2. Specific: The student shall solve 2 problems in a written exam that requires entries for prepaid, unearned and accrued items. 80

General: The student will know all aspects of accounts receivable and the entries related to it.

3. Specific: The student shall solve one problem in a written exam that requires the understanding of the implications of and required entries ie. uncollectible accounts (direct write-off and allowance method. 80

General: The student will know all aspects of inventories and the entries related to it.

4. Specific: The student will solve one problem in a written examination that requires the understanding of inventory valuation methods(ie. FIFO, LIFO,Avg.) and the accounting entries required. 80

General: The student will know all aspects of fixed assets, and the related depreciation.

5. Specific: The student will solve one problem in a written exam that requires the solving of accounting problems requiring journal entries for depreciation. 70

ACCOUNTING CYCLE FOR A MERCHANDISING ENTERPRISE

The student has studied the parts in depth such that more application in a true to life type of situation. The depth study of accounts will allow the student to grasp a more difficult type of business to perform accounting for . The study of inventory methods, accounts receivable, and depreciation, which are characteristics of merchandising firms, will make it easy to comprehend. Merchandising accounting is very much a consumer of accounting services, such that it is very important that the student become familiar with whether in bookkeeping, accounting, or management.

OBJECTIVES

General: The student will understand the sales transaction.

1. Specific: The student will be able to solve one accounting problem in an exam that requires understanding the entries for items related to sales (ie. trade discounts, cash discounts, sales returns, and allowances).

General: The student will understand the purchase transaction.

2. Specific: The student will be able to solve one accounting problem in an exam, that requires entries for items related to purchases(ie. purchase returns and allowances, and purchase discounts), also A/P.

ACCOUNTING OBJECTIVES: SET # 5

UNIT I

THE BASIC STRUCTURE OF ACCOUNTING

Introduction

This unit serves to introduce fundamental accounting relationships and describe how these relationships provide the basis for transactions and accounting statements. Understanding of this unit is essential for further study in accounting.

Objectives

Fundamental Accounting Relationships

General: The student will know the areas of vocational specialization within the general field of accounting.

Specific: The student will list five areas of accounting specialization with 100 per cent accuracy on a written exam.

General: The student will recognize the difference between bookkeeping and accounting.

Specific: The student will define the terms "bookkeeping" and "accounting," and indicate how they differ with 100 per cent accuracy on a written exam.

General: The student will know the qualifications required for becoming a licensed CPA.

Specific: The student will list the two major requirements for becoming a CPA with 100 per cent accuracy on a written exam.

General: The student will understand the implications of a business transaction to the accountant.

Specific: The student will record the accounting equation with 100 per cent accuracy orally or on a written exam.

Specific: The student will define the terms "assets," "liabilities," and "proprietorship," with 100 per cent accuracy orally or on a written exam.

Specific: The student will select transactions which have been recorded at cost from a grouping of transactions which have been recorded at cost and value with 100 per cent accuracy on a written exam.

Specific: When given selected transactions which change assets, liabilities, and proprietorship the student will select the statement which best describes the effect of the changes on the accounting equation. The items will appear on a multiple choice exam which requires 90 per cent accuracy.

Specific: When given a summary of selected transactions, the student will select those items which are properly included in the balance sheet and those items which are properly included in the income statement. The items will appear on a written exam and must be selected with 100 per cent accuracy.

Accounting Statements

General: The student will understand the nature of and the assumptions underlying accounting statements.

Specific: The student will list the implications of the accounting period with 100 per cent accuracy on a written exam.

Specific: The student will list the classifications of assets and liabilities found on a balance sheet with 90 per cent accuracy on a written exam.

Specific: When given descriptions of various expense items, the student will choose the proper classification of each item for income reporting purposes with 100 per cent accuracy on a written exam.

Specific: The student will describe the interrelationship of the capital statement with the balance sheet and income statement with 90 per cent accuracy in a class discussion.

UNIT II

THE ACCOUNTING CYCLE FOR A SERVICE ENTERPRISE

Introduction

This unit is designed to familiarize the student with the nature of accounts, the need for journals, and the completion of the accounting cycle. The unit emphasizes the importance of properly maintained accounting records.

Objectives

Accounts and the Trial Balance

General: The student will understand the nature of accounts and apply this knowledge in the construction of trial balances.

Specific: When presented with a list of account titles the student will distinguish between those which are real and those which are nominal with 80 per cent accuracy on a written exam.

Specific: When presented with a general ledger of accounts the students will arrange the accounts in proper sequence and prepare a trial balance with 80 per cent accuracy in a laboratory exercise.

Journalizing and Posting

General: The student will analyze business transactions as evidenced by business documents in terms of journal entries and ultimate disposition in the accounts.

Specific: When presented with a narrative interpretation of a business transaction, the student will express the transaction in terms of general journal debits and credits correctly in 20 out of 25 situations on a written exam.

Specific: Given specific descriptions of recording errors, the student will, on a multiple choice exam, select the statements that best describe the effects of those errors with 80 per cent accuracy.

Specific: When given a general journal entry, the student will list the steps involved in posting the entry to the accounts with 80 per cent accuracy on the blackboard in a laboratory exercise.

Completion of the Accounting Cycle

General: The student will recognize the need for the additional accounting procedures necessary to provide correct data for financial statements.

Specific: The student will provide examples of expired costs and unexpired costs with 100 per cent accuracy orally during laboratory sessions.

Specific: Given a mixed account balance, the student will compute the amount applicable to the current period and the amount applicable to succeeding periods with 100 per cent accuracy on a written exam.

Specific: The student will list the entries required to close temporary proprietorship accounts at the end of the accounting period with 100 per cent accuracy on a written exam.

UNIT III

THE ACCOUNTING CYCLE FOR A MERCHANDISING ENTERPRISE

Introduction

This unit is directed towards familiarizing the student with those accounting procedures that are applicable to an enterprise engaged in buying and selling commodities to consumers. The present unit builds upon the previous unit and introduces topics that are unique to retail business activity.

Objectives

Sales and Cash Receipts

General: Given the purposes or objectives of special journals, the student will design journals appropriate for given types of business activities.

Specific: Given a description of a particular inefficient recording procedure, the student will predict with 70 per cent accuracy on a written exam the amount of work to be saved by converting to a more efficient procedure.

Specific: Given a proposed expansion of a two-column journal, the student will list with 100 per cent accuracy on a written exam the exact captions for the additional columns in a particular situation.

Purchases and Cash Payments

General: The student will understand the principles underlying the purchasing function and apply those principles to given practical situations.

Specific: Given a copy of an approved invoice, the student will record the transaction from the given information in 9 out of 10 cases on a written exam.

Specific: Given a list of errors in recording transactions in the purchases journal, the student will explain how the accountant would discover the errors with 70 per cent accuracy on a written exam.

The Periodic Summary

General: The student will summarize the data generated within a given fiscal period in accordance with generally accepted accounting principles as a basis for year-end financial statements.

Specific: The student will describe the procedures the accounting department of a business firm must follow at year-end before financial statements are prepared. The student will describe these procedures orally with 80 per cent accuracy in laboratory sessions.

Specific: Given the beginning and ending merchandise inventories of a business firm, the student will record the necessary adjusting entries to reflect these balances on year-end financial statements with 100 per cent accuracy on a written exam.

Specific: Given an unadjusted expense account balance at the end of a fiscal period, the student will record the necessary adjusting, closing, and reversing entries with 90 per cent accuracy on a written exam.

UNIT IV

NOTES, PREPAYMENTS, AND ACCRUALS

Introduction

This unit introduces the beginning accounting student to the important role of credit in the operation of many business enterprises. Also, this unit serves to reinforce the importance of the accrual concept of accounting.

Objectives

Notes and Interest

General: The student will apply generally accepted principles of accounting in recording and analyzing various types of business transactions involving credit and interest.

Specific: Given the principal, rate, and time of credit instrument, the student will compute the interest applicable to the instrument with 100 per cent accuracy on a written exam.

Specific: Given a narrative description of the issuance or receipt of a promissory note, the student will record the transaction in terms of quantitative debits and credits with 70 per cent accuracy on an assignment to be completed outside of class.

Specific: Given a narrative description of the discounting of a promissory note, the student will record the transaction in terms of quantitative debits and credits with 70 per cent accuracy on an assignment to be completed outside of class.

Prepaid, Unearned, and Accrued Items

General: The student will recognize the various kinds of prepaid, unearned, and accrued items and properly allocate revenues and expenses associated with these items in order to reflect correct account balances at the end of fiscal periods.

Specific: Given a description of prepaid items that have been initially recorded as assets or expenses, the student will record the adjusting entry necessary to properly allocate expenses to the current period with 80 per cent accuracy on a written exam.

Specific: Given a description of unearned items that have been initially recorded, as liabilities or revenue, the student will record the adjusting entry necessary to properly allocate revenues to the current period with 80 per cent accuracy on a written exam.

Specific: Given an unadjusted trial balance of accounts, the student will record the adjusting entries necessary to properly reflect those accounts in terms of the accrual basis of accounting with 70 per cent accuracy on problems prepared for a laboratory exercise.

UNIT V

RECEIVABLES, INVENTORY, AND PLANT ASSETS

Introduction

This unit presents important balance sheet accounts and points out the income reporting implications of these accounts. This unit supports and reinforces the need for proper allocation of costs in accounting.

Objectives

Receivables and Merchandise Inventory

General: The student will analyze transactions concerning various types of receivables and apply generally accepted principles of accounting in recording and classifying such receivables.

Specific: The student will list two generally accepted methods of accounting for losses resulting from uncollectable receivables with 100 per cent accuracy on a written exam.

Specific: The student will describe two generally accepted bases by which potential losses from uncollectable receivables may be estimated orally during a laboratory session with 100 per cent accuracy.

Specific: Given a basis for estimating bad debts, the student will record the proper entry to establish the allowance with 80 per cent accuracy on a written exam.

General: The student will apply generally accepted principles of accounting in determining the cost of merchandise inventories for reporting purposes.

Specific: The student will list three generally accepted methods of determining the cost of inventories with 100 per cent accuracy on a written exam.

Specific: Given beginning inventory, purchases, and sales, the student will compute the ending inventory using the retail method of inventory costing with 70 per cent accuracy on a written exam.

Specific: Given the rate of gross profit on sales, the student will compute the ending inventory with 70 per cent accuracy on a written exam.

Plant Assets - Description

General: The student will analyze plant asset transactions in terms of cost and the subsequent expiration of those costs as they are matched against revenue.

R. 135

Specific: Given the cost, useful life, and salvage value of a plant asset, the student will compute the yearly depreciation charge for the asset using three acceptable methods with 70 per cent accuracy on a written exam.

Specific: Given a list of expenditures incurred in the acquisition of a plant asset, the student will distinguish between those which are properly chargeable to the asset and those which are chargeable to the period with 70 per cent accuracy on a written exam.

UNIT VI

ACCOUNTING CONTROLS AND CONCEPTS

Introduction

This unit provides the student with a basis for assimilating the procedures of the previous unit into a harmonious plan for management use. In addition the student is exposed to the underlying assumptions, concepts, and principles which constitute the framework of accounting as a profession.

Objectives

Systems and Controls

General: The student will know the interrelated components of all properly designed accounting systems.

Specific: The student will describe those components which constitute the framework of all accounting systems with 80 per cent accuracy during a discussion in a laboratory session.

Specific: The student will list the advantages provided by a properly designed accounting system with 80 per cent accuracy on a written exam.

The Voucher System

General: The student will know the basic features of a voucher system.

Specific: Given a description of a particular business environment, the student will diagram the flow of data through that environment upon the introduction of a voucher system with 70 per cent accuracy on a written exam.

Specific: The student will list five basic forms and files employed in a voucher system with 90 per cent accuracy on a written exam.

Concepts and Principles

General: The student will have an understanding of the underlying principles upon which financial statements and other accounting reports are based.

Specific: The student will name six concepts upon which financial statements are prepared with 100 per cent accuracy orally during a laboratory discussion session.

Specific: Given a narrative interpretation of the purchase of a business, the student will apply the cost principle of accounting in recording the amount of the assets with 100 per cent accuracy on a written exam.

Specific: In a paper of 500 words, using the resources of the library, the student will present the implications of the "going concern" concept as it appears in accounting theory with 60 per cent accuracy.

ACCOUNTING OBJECTIVES: SET # 6

UNIT I

THE BASIC STRUCTURE OF ACCOUNTING

Introduction

This unit serves to introduce the student to the meaningful relationships between events and financial results. Understanding of this unit is essential for further study in accounting.

Objectives

Fundamental Accounting Relationships

I. Goal: The student will know the areas of vocational specialization within his general field of accounting.

Objectives: 1. The student will list five areas of accounting specialization with 100 per cent accuracy on a written exam.

II. Goal: The student will recognize the difference between bookkeeping and accounting.

Objective: 2. When given examples of business transactions which are either accounting or bookkeeping entries, the student will select the proper entry. The items will appear on a matching choice exam which requires 90 per cent accuracy.

III. Goal: The student will know the qualifications required for becoming a licensed CPA.

Objective: 3. The student will list the two major requirements for becoming a CPA with 100 per cent accuracy on a written exam.

IV. Goal: The student will understand the importance of a business transaction to the accountant.

Objective: 4. The student will define the terms "assets", "liabilities", and proprietorship", with 100 per cent accuracy on a written exam.

Objective: 5. The student will select from a list of accounting values, those items which may properly be described as an asset, a liability, or a proprietorship account. The items will appear on a multiple choice exam requiring 80 per cent accuracy.

Objective: 6. The student will verbally define the accounting equation with 100 per cent accuracy in a laboratory exercise.

Objective: 7. The student will list the four analytical steps that are involved in recording the effects of transactions upon the accounting equation with 100 per cent accuracy on a written exam.

Objective: 8. Given a list of the effects of changes in assets, liabilities, and proprietorship upon the accounting equations, the student will select those changes preserving the equality of the accounting equation with 80 per cent accuracy on a written exam.

Accounting Statements

V. Goal: The student will understand the two primary financial statements prepared by accountants.

Objective: 9. The student will orally explain the reason for the monthly or annual preparation of a balance sheet with 100 per cent accuracy.

Objective: 10. The student will list the classifications of assets, liabilities, and proprietorship found on a balance sheet with 90 per cent accuracy on a written exam.

Objective: 11. The student will describe in 50 words or less, the difference between the balance sheet and income statement with 90 per cent accuracy on a written exam.

Objective: 12. Given a list of ten account balances, the student will prepare an income statement with 80 per cent accuracy on a written exam.

UNIT II

THE ACCOUNTING CYCLE FOR A SERVICE ENTERPRISE

Introduction

This unit is intended to familiarize the student with the nature and type of accounts, the need for journalizing and posting entries, and the completion of the accounting cycle. The unit emphasizes the importance of maintaining accurate and complete accounting records.

Objectives

Accounts and the Trial Balance

I. Goal: The student will understand the nature of accounts and apply this knowledge in the construction of trial balances.

Objective: 1. When presented with a list of general ledger accounts, the students will arrange the accounts in proper sequence and prepare a trial balance with 80 per cent accuracy in a laboratory exercise.

Journalizing and Posting

II. Goal: The student will analyze business transactions as evidenced by business documents in terms of journal entries and ultimate disposal in the accounts.

Objective: 2. Given a list of daily business transactions, the student will write a brief explanation of the transaction recording the date and a description of the entry in terms of general journal debits and credits correctly in 10 out of 15 situations on a written exam.

Objective: 3. Given a general ledger entry, the student will post the journal entries, foot the accounts, and show the balances with 80 per cent accuracy on a written exam.

Objective: 4. Outside of class, the student will write a paragraph of 100 - 200 words describing the difference between "journalizing" and "posting".

Completion of the Accounting Cycle

III. Goal: The student will recognize the need for the additional accounting procedures necessary to provide correct data for financial statements.

Objective: 5. Given a list of balance sheet and income statement accounts, the student will prepare a work sheet with 80 per cent accuracy on a written exam.

Objective: 6. Given five income statement accounts, the student will write the entries necessary to close the books of account with 75 per cent accuracy in a laboratory exercise.

UNIT III

THE ACCOUNTING CYCLE FOR A MERCHANDISING ENTERPRISE

Introduction

This unit is directed toward enabling the student to gain an understanding of the accounting procedures applicable to a firm engaged in buying and selling services to consumers. The present unit, building upon the previous unit, introduces concepts that are unique to retail business activity.

Objectives

Sales and Cash Receipts

I. Goal: Given the purpose and design of special journals, the student will be able to design sales journals of typical merchandising businesses.

Objective: 1. The student will write definitions of "trade discounts", "credit terms", and cash discounts" with 100 per cent accuracy on a written exam.

Objective: 2. Given five sales invoices, the student will write the correct sales journal entries from these invoices with 90 per cent accuracy on a written exam.

Purchases and Cash Payments

II. Goal: The student will understand the principles underlying the purchasing function and apply those principals to given practical situations.

Objective: 3. Given a list of five purchases of merchandise on account, the student will record the correct entries on a single column purchase journal with 80 per cent accuracy on a written homework assignment.

Objective: 4. The student will visit any local retail business (food store, department store, etc.) and obtain one copy of a debit memorandum form and one copy of a credit memorandum form. The student will comment briefly for five minutes on the value of these forms in an oral exercise in class. 100 per cent of the students will meet this requirement.

The Periodic Summary

III. Goal: The student will summarize the data generated within a given fiscal period in accordance with generally accepted accounting principles as a basis for year-end financial statements.

Objective: 5. Given the beginning and ending merchandise inventories of a business firm, the student will record the necessary adjusting entries to reflect these balances on year-end financial statements with 100 per cent accuracy on a written exam.

Objective: 6. Given an unadjusted expense account balance at the end of a fiscal period, the student will record the necessary adjusting, closing, and reversing entries with 80 per cent accuracy on a written exam.

UNIT IV

ACCOUNTING FOR INTEREST, PREPAID, AND ACCRUED ITEMS

Introduction

Nearly everyone at some time in his life uses credit. The business enterprise is no exception. Short term notes and long term borrowing enable the firm to survive. It is important, therefore, that the student recognize the value of credit in the operation of a business enterprise. Also, this unit serves to reinforce the importance of the accrual concept of accounting.

Objectives

Notes and Interest

I. Goal: The student will apply generally accepted accounting principles in recording and analyzing various types of business credit instruments.

Objective: 1. Given the principal, rate, and time of a credit instrument, the student will compute the interest applicable to the instrument with 100 per cent accuracy on a written exam.

Objective: 2. The student will, outside of class, visit a bank and obtain a blank promissory note. During the laboratory sessions the student will verbally explain the common use of a promissory note.

Prepaid, Unearned, and Accrued Items

II. Goal: The student will recognize the various types of prepaid, unearned, and accrued items and properly allocate revenues and expenses associated with these items to reflect correct account balances at the end of fiscal periods.

Objective: 3. Given a description of a prepaid expense that has been initially recorded at the beginning of a period, the student will record the adjusting entry to allocate the current cost at the end of the period with 75 per cent accuracy on a written exam.

Objective: 4. Given a description of unearned rental revenues collected but not yet earned, the student will record the entry to

show that a part of the rent has been earned with 80 per cent accuracy on a written exam.

Objective: 5. The student will write, outside of class, a 250 - 500 word paper defining specific guidelines for the use of accrual methods of accounting.

UNIT V

ASSET VALUATION

Introduction

Receivables, inventory, and fixed assets are key accounts, affecting the profit or loss of the firm. It is important, therefore, that the student understand the allocation of costs associated with these accounts.

Objectives

Receivables and Merchandise Inventory

I. Goal: The student will analyze transactions pertaining to receivables and be able to properly classify uncollectable accounts.

Objective: 1. The student will list three generally accepted methods of accounting for losses resulting from uncollectable receivables with 100 per cent accuracy on a written exam.

Objective: 2. Given an example of a bad debt expense, the student will record the proper entry to write off the uncollectable account with 80 per cent accuracy on a written exam.

Objective: 3. Given an example of repayment of a previously charged off account, the student will record the necessary adjusting entry with 80 per cent accuracy on a written exam.

II. Goal: The student will apply generally accepted principles of accounting in determining the cost of merchandise inventory for accounting purposes.

Objective: 4. The student will list the three most commonly used bases of inventory costing with 100 per cent accuracy on a written exam.

Objective: 5. The student will apply the LIFO, FIFO, and average cost methods of inventory valuation to an inventory problem with 80 per cent accuracy on a written exam.

Fixed Assets - Depreciation

III. Goal: The student will analyze fixed asset transactions in terms of cost and the subsequent expiration of those costs as

they are matched against revenue.

Objective: 6. Given a hand out listing three depreciation methods, the student will, outside of class, write a 500 - 750 word paper describing the advantages and disadvantages of each method. 100 per cent of the students will meet this requirement.

Objective: 7. Given the cost, useful life, and salvage values of a fixed asset, the student will determine the depreciation expense and book value of the asset for each of three years with 70 per cent accuracy on a written exam.

UNIT VI

ACCOUNTING CONTROLS AND CONCEPTS

Introduction

This unit provides the student with a basis for assimilating the procedures of the previous units into a harmonious plan for management use. In addition, the student is exposed to the underlying assumptions, concepts, and principles which comprise the framework of accounting as a profession.

Objectives

Systems and Controls

I. Goal: The student will know all the interrelated components of all properly designed accounting systems.

Objective: 1. The student will describe the ledgers, journals, financial statements and account relationships applicable to any business entity, with 80 per cent accuracy during an oral laboratory exercise.

Objective: 2. The student will list the advantages provided by a properly designed accounting system with 80 per cent accuracy on a written exam.

The Voucher System

II. Goal: The student will know the basic elements of a voucher system.

Objective: 3. The student will list four basic forms and files employed in a voucher system with 85 per cent accuracy on a written exam.

Objective: 4. Outside of class, the student will write a paper of 250 - 500 words explaining the value of the voucher system. 100 per cent of the students will fulfill this requirement.

Concepts and Principles

III. Goal: The student will understand the underlying principles upon which financial statements and other accounting reports are based.

Objective: 5. The student will name five concepts upon which financial statements are prepared with 100 per cent accuracy orally during a laboratory discussion session.

Objective: 6. In a paper of 250 - 400 words, using the resources of the library, the student will present the implications of the "going concern" concept as it appears in accounting theory with 70 per cent accuracy.

Objective for Future Student Behavior Outside the Class

Upon completion of Accounting IA, the student will be furnished returnable forms with spaces for magazine titles, companies analyzed, and company income statement and balance sheet ratios. Students will complete and return these forms within two years subsequent to completion of this course. The accuracy of the ratio analysis will be verified by the instructor to determine the degree of achievement. Twenty five per cent of the students completing this course will achieve this goal.